AUTHOR INDEX TO VOLUME 13

Barone, D., 1
Beach, S. A., 309
Blanton, W. E., iii (nos. 2, 3)
Burdge, J. L., 19

Coffland, C., 157
Cox, C., 37

Daines, D., 291
Das, J. P., 217
Doucette, M., 157

Fortner, B. H., 273

Gallini, J. K., 107
Gordon, J., 157

Henk, W. H., 273

Machuga, M. B., 19
Manalo, E., 241

Many, J., 37
McLaughlin, T. M., iii (nos. 2, 3)
Meyerson, M. J., 201
Moorman, G. B., iii (nos. 2, 3)
Mullikin, C. N., 273

Robinson, R. J., 309

Schumm, J. S, 157
Spires, H. A., 107
Stahl, S. A., 19
Stecyk, S., 19

Thompson, B., iii (no. 1)
Thompson, R. A., 131

Van Vactor, J. C., 201
Varnhagen, C. K., 217
Varnhagen, S., 217

Young, T. A., 291

SUBJECT INDEX TO VOLUME 13

Analysis of cognitive processing and spelling errors of average ability and reading disabled children, 217

Critical perspective on whole language, 131

Dyslexia or carelessness in reading? A case report, 241

Effects of inconsiderate versus considerate text on elementary students' vocabulary learning, 157
Effects of semantic grouping on learning word meanings, 19
Effects of story versus play genres on the comprehension of high, average, and low-achieving junior high readers, 273

Gender and grade level differences in the development of concepts about print, 309

Influence of anaphoric relations and departures from story grammar structure on text processing, 107

Misuse of ANCOVA and related "statistical control" procedures, iii (no. 1)

Reading theoretical orientation of teachers who instruct special needs students, 201
Rhetoric of whole language: part one, iii (no. 2)
Rhetoric of whole language: part two, iii (no. 3)

Stance towards a literary work: applying the transactional theory to children's responses, 37
Students' predictive questions and teachers' prequestions about expository text in grades K–5, 291

Whatever happened to spelling?: the role of spelling instruction in process-centered classrooms, 1